

# Implementing Effective Peer Assessment

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# Overview

- What is peer assessment
- Using technology to support peer learning and assessment
- WebPA peer assessment tool
- Implementing effective peer assessment
- Student experiences at Hull

## Peer assessment

- Falchikov (2001) defines a peer as:

*“someone of the same social standing”*

- Peer assessment is the process of students giving formative or summative feedback to each other; which may or may not involve the provision of a grade
- Can be 1 to 1 but also a group activity

# Constraints of peer assessment

- Administration can be time consuming
- Difficult with large groups
- Encourages 'freeloaders'
- Individual achievement dependent on others
- Difficult to manage conflict
- Staff think it is too difficult to implement

# Benefits of peer assessment

- Enhanced learning
- Improved self reflection
- Social
- Better self confidence
- Develops critical thinking skills (and other transferable skills)
- Support mechanism for students
- Saves time?

## Using technology

- Campus based students
- Often have timetable clashes
- Already using VLEs, Facebook etc
- Undertake group work with online support
- Communication with groups and each other is more effective

# Peer Assessment and Survey System(PASS)

- Students initially scored on form
- Marks manually collated
- *Very* time consuming, given numbers of groups
- Developed bespoke system (Flash and XML based)
- Further developments of PASS shelved
- Centre developing WebPA tool with Loughborough University

# WebPA

- Peer assessment administration tool
- Allows full flexibility for group work
- Can alter scoring rates (e.g. 0% or 100%)
- Very easy to use
- Web based interface
- Online demo available to try WebPA

## Peer assessment model

- Model produced by Goldfinch and Raeside 1990
- Latest version based on Li 2001
- Similar model for WebPA developed by Peter Willmott
- Students produce group product
- Students assess each other's contribution to project
- Marks moderated based on level of marks awarded

## Peer assessment scheme

- $IWF = \text{personal score} / \text{average}$
- Final mark =  $IWF * \text{group mark}$
- Balances for uneven scoring:
  - Bias factor:  $\text{scoring of others} / \text{average rating}$
  - Normalisation factor:  $1 / \text{bias factor}$
- Joe scores 47 and average score is 48 (project is 70%)
- $47/48 * 70 = 68.5\%$

tutor tools Web-PA Attendant Co-Tutor

**Web-PA** Paul Chin

You are in: home

### Tutors

- home
- my forms
- my groups
- my assessments

### Support

- why use web-pa?
- take a tour
- help pages
- contact

logout




**Technical Problem?**

If you have a problem, find a bug or discover a technical problem in the system, [contact us](#) to report it!

## Web-PA

Welcome to Web-PA, the easiest way for your students to carry out peer assessment reviews on the web. Using this system, students doing group work activities can mark each other's contributions, providing each student with an overall score.

Web-PA contains the following sections:

-  **My forms**  
Create peer assessment forms for your students to complete. You can re-use your forms with many different assessments.
-  **My groups**  
Organise your students into groups. You can create new groups from scratch, or use existing groups that have been set up by other staff members.
-  **My assessments**  
Create, edit and schedule your peer assessments sessions so they only run how and when you want.

### Getting Started

The fastest way to get started is for you to choose [my forms](#) from the left-hand menu, there you can begin creating a peer assessment form that your students will use later to grade each other.

For more information on how to use Web-PA, check out the support links below.

List Assessments Create Assessment

Help

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# my assessments

Use the tabs below to manage your different categories of assessment.

You can also [create a new assessment](#)

- Pending
- Open
- Closed
- Marked

Academic year to display 2007/08 change

## Marked assessments for 2007/08

These assessments are both closed and have been marked to produce student grades.

**Forensic Science peer assessment**  
 scheduled: Fri, 18th January, 2008 at 11:45 - Fri, 18th January, 2008 at 12:45  
 student responses: 29 / 34

**Mark Sheet**  
 PA weighting: 50%.  
 Non-completion penalty: 100%

[View Reports](#)

# Forensic Science peer assessment

## Marks Awarded For Each Question (anonymous)

### Group 1

Q1 : Contribute to meetings/online discussion (range: 0-10)

	Student A	Student B	Student C
Student A	8	8	9
Student B	10	10	10
Student C	9	9	9
Score Received	27	27	28

Q2 : Offer constructive input to discussions (range: 0-10)

	Student A	Student B	Student C
Student A	9	8	9
Student B	10	10	10
Student C	8	9	9
Score Received	27	27	28

# Implementing effective peer assessment

- Need to have clear goal in mind
- Students need to be engaged with process
- Involve them in developing criteria
- Understand how to peer assess
- Formative or summative?

## E-learning approach to peer assessment

- Briefing session on working in groups
- Create most conditions of face to face group work
- Opportunity to meet up if need be
- Create group space online for communication
- Set some ground rules
- Give *full* details of peer assessment process (ideally involve students in setting assessment criteria)

## Experiences from Hull

- Student prior experience of peer assessment
- Student attitudes to peer assessment
- Outcomes of student mini projects
- Issues raised
- Developing good practice

# Pre-experience of self assessment

11. Have you ever been asked to give yourself a mark for your work? This is sometimes called 'self assessment'.		
Yes	73.60%	92
No	17.60%	22
Not sure	8.80%	11

12. If you have undertaken self assessment, do you like it as a form of assessment?		
Yes	21.10%	24
No	42.10%	48
Not sure	36.80%	42

# Pre-experience of peer assessment

<b>14. Have you ever been asked to give other students a mark for their work? This is sometimes called 'peer assessment'.</b>		
Yes	79.20%	99
No	19.20%	24
Not sure	1.60%	2

<b>15. If you have undertaken peer assessment, do you like it as a form of assessment?</b>		
Yes	33.90%	38
No	33.90%	38
Not sure	32.10%	36

# Post-experience of peer assessment

<b>13. How satisfied were you with the peer assessment process for this assignment?</b>	<b>All (including current survey)</b>	
<b>13.a. How satisfied</b>	<b>All (including current survey)</b>	
Extremely satisfied	9.40%	12
Satisfied	45.30%	58
Acceptable	39.10%	50
Dissatisfied	5.50%	7
Extremely dissatisfied	0.80%	1

<b>17. Was the marking scheme easy to understand?</b>	<b>All (including current survey)</b>	
Yes	90.60%	116
No	3.10%	4
Not sure	6.20%	8

<b>18. Was the marking scheme fair?</b>	<b>All (including current survey)</b>	
Yes	72.70%	93
No	5.50%	7
Not sure	21.90%	28

# Attitudes

- Working in a group was beneficial :
  - it allowed me to become more familiar with other students.
  - I was able to get an idea of other people's levels of abilities with which I could compare my own.
  - I was able to adopt other members' strategies of achieving results eg: time management, and a more responsible working attitude.
  - Having other people to bounce ideas off was useful, however as communication was sometimes inadequate this was not utilised to its full potential.
  - Sharing the responsibility made the workload seem less, and a more relaxed approach was possible on occasions.

## Soundbites...

*“the fact that i could submit files and discuss aspects of the work whilst still in my pyjamas, at three in the morning.”*

*“Some times files were added at two or three am but they were their ready for anyone to look at the early the next morning.”*

# Implementing effective peer assessment

- Have clear goal in mind
- Engage students in process
- Have introductory session
- Set ground rules
- Provide feedback on performance

# Time/space studies



Science proves some people are a waste of time and space